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ABSTRACT

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment--teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

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SUGGESTED CURRICULUM GUIDELINES FOR AN EFFECTIVE BILINGUAL PROGRAM 1973 - 1974

SALUD.....HEALTH

CIENCIA.....SCIENCE

CIENCIA SOCIAL.....SOCIAL STUDIES

HISTORIA DE NUEVO MEXICO.....NEW MEXICO

INGLES COMO SEGUNDO IDIOMA.....ENGLISH AS A SECOND LANGUAGE

MULTICULTURALISMO.. ..MULTICULTURALISM

.....

THIRD GRADE LEVEL III

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM
ARTESIA PUBLIC SCHOOLS
ARTESIA, NEW MEXICO 88210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PHILOSOPHY OF BILINGUAL EDUCATION

IN THE

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII ESEA

IT IS OUR BELIEF THAT BILINGUAL EDUCATION IS A VEHICLE AND A PEDAGOGICAL TOOL TO BETTER PREPARE ALL CHILDREN TO FUNCTION AS SUCCESSFUL CITIZENS IN A DEMOCRATIC SOCIETY. IT ALSO ACKNOWLEDGES THE STRENGTHENING OF A SOCIAL MULTI-CULTURAL EXISTENCE AND THE PERPETUATION OF ALL CULTRUES IN OUR UNITED STATES OF AMERICA. IT IS OUR FIRM BELIEF THAT ALL CHILDREN SHOULD BE GIVEN THE OPPORTUNITY TO ADVANCE HIS COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR SKILLS IN BOTH THE SPANISH AND ENGLISH LANGUAGE AND CULTURES TO THE UTMOST OF HIS CAPACITY. WE HOLD THAT THE LINGUISTIC ABILITY AND CULTURAL HERITAGE WHICH EACH CHILD BRINGS TO THE SCHOOL SETTING IS AN INVIOLATABLE AND ACCEPTABLE ENTITY WHICH FUNCTIONS AS A POINT OF DEPARTURE FOR HIS FUTURE FORMAL LEARNING AND FORMAL TRAINING.

METHODOLOGY

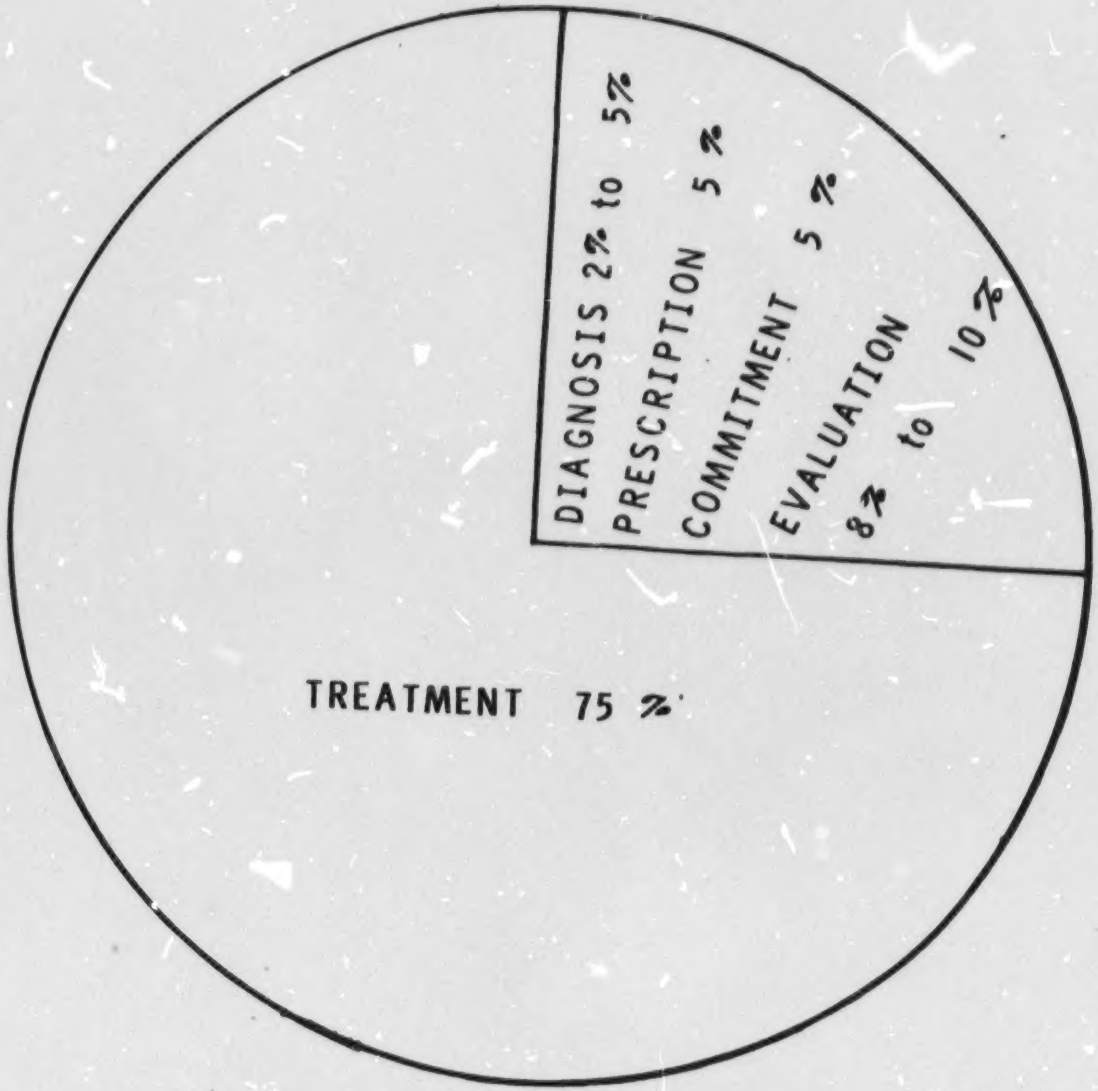
The Methodology which is proposed for Level III in Health, Science, Social Studies, History of New Mexico, English As A Second Language and Multiculturalism in the Bilingual Curriculum is structured, but flexible and individualized to meet the needs of the child. Accountability is summarized through Criterion Referenced Cards which affords the learner a higher degree of success in learning.

The Learning Loop Method is used in teaching this level. This approach is in keeping with our Program's philosophy and goals. The teacher's time is allotted as follows: 2% to 5% in Diagnosis, 5% in Prescription, 5% in Commitment, 75% in Treatment, and 8 to 10% in Evaluation. The Paraprofessional will spend most of her/his time in the treatment portion of the Learning Loop. The Criterion Reference Cards will strengthen and reinforce this method by keeping a daily or weekly record of the child's accomplishments.

The following steps should be followed in presenting all subject matter as stated above.

1. Diagnosis ----------(Recognizing child's needs)
2. Prescription --------- (Outling the child's learning activities)
3. Commitment ---------- (Willingness of child to learn)
4. Treatment ---------- (Teaching time spent)
5. Evaluation ---------- (Child's accomplishment)

LEARNING LOOP



CIRCUITO DE APRENDIZAJE

UNIDAD I — REGLAS PARA LA SEGURIDAD DE FUEGO

A. Alarma de indendios en la escuela
B. Reglas para la seguridad cerca de fuegos
C. Reglas si se le enciende a uno la ropa

UNIDAD II — LA HIGIENE DEL CUERPO

A. Reglas para sostener un cuerpo sano
B. Reglas para un cuerpo enfermo-

UNIDAD III — EL CUERPO HUMANO

A. Los sentidos
B. Los dientes
C. El cerebro
D. La laringe
E. Los pulmones
F. El corazón
G. El hígado
H. El estómago
I. Los intestinos

UNIDAD IV — ALIMENTOS

A. Reglas para la preparación de comidas
B. Costumbres de la mesa

UNIDAD V — TRANSMITIDORES DE ENFERMEDADES

A. El cuerpo humano
B. Enfermos
C. Animales
D. Insectos

UNIDAD VI — SENTIMIENTOS

A. Una persona celosa
B. Una persona irritada
C. Una persona tímida
D. Una persona que tiene caballerosidad deportiva
E. Una persona miedosa

UNIDAD VII — LA ROPA NOS PROTEGE

A. De plantas con espinas
B. De plantas venenosas
C. De diferentes climas

UNIDAD VIII — PERSONAS QUE AYUDAN CON LA SALUBRIDAD

A. Médico
B. Enfermera
C. Dentista
D. Boticario
E. Carnicero
F. Tendero
G. Lechero

H. Profesor
I. Consejero
J. Director

THIRD GRADE

SUBJECT: SALUD

UNIT TITLE: LA HIGIENE DEL CUERPO

Unit 2 Lesson 1 (REGLAS PARA SOSTENER EL CUERPO SANO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Podemos usar ropa que nos va aproteger de espinas.	Cuando vamos al bosque necesitamos ropa que nos va aproteger de espinas.	Empieze la discusión hablando de viajes al bosque o a las montañas. Nombrarán las clases de ropas que deben usar y por que. Harán muñecos (de ellos mismos) de cartulina y pintarán las caras. Vestirán las muñecas usando ropa hecha de papel de colores como si iban a las montañas. Planearán un viaje para el bosque o las montañas.	cartulina, tinta, tijeras, brochas Papel de colores tijeras	Los niños usarán ropa propia cuando van a paseos para el bosque o para las montañas.

THIRD GRADE

SUBJECT: SALUD

UNIT TITLE: EL CUERPO HUMANO

(LOS SENTIDOS)

Unit 3 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
ra sostener un cuerpo sano iáramos siguir algunas re- s.	Las reglas son: a. Deben de beber tres o cuatro vasos de leche. b. Deben de bañarse. c. Deben de jugar afuera.	Presente las páginas 154-155 Los niños hablarán y leerán las páginas en silencio y luego oralmente. Se dividirán en tres grupos para hacer tres carteles que enseñarán las tres reglas para sostener un cuerpo sano.	Health For All Book Three; 1962 Cartulina, colores	Los niños sabrán las reglas y las seguirán.

THIRD GRADE

SUBJECT: SALUD

UNIT TITLE: ALIMENTOS

Unit 4 Lesson 1 REGLAS PARA LA PREPARACION DE COMIDAS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Usamos los cinco sentidos para: a. ver b. oler c. probar d. oir e. tocar	Los cinco sentidos son: a. vista b. olfacto c. gusto d. oído e. tacto	Los niños probablemente podrán identificar los sentidos. Harán cinco listas nombrando que cosas han: visto, olido, aprobado, oído y tocado durante el día. Recortarán de revistas láminas de cosas en que tenemos que utilizar los sentidos. Pegarán las láminas que recortaron en carteles titulados.: a. vemos d. oimos b. olemos e. tocamos c. probamos	Papel, lápiz Lycias, revistas Cinco carteles de cartulina pegadura	Los niños sabrán los cinco sentidos y que hace cada uno.

THIRD GRADE

SUBJECT: SALUD

UNIT TITLE: TRANSMITIDORES DE ENFERMEDADES

Unit 5 Lesson 1

(EL CUERPO HUMANO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Hay algunas reglas que debemos seguir cuando preparamos el alimento.	Las reglas son las siguentes: a. comidas que no vienen en caja, latas y frascos deben de estar bien lavadas. b. aigunas de las comidas tienen que estar bien cocidas. c. algunas comidas deben de ser preparadas horas antes de la cena.	Discutir que comidas ponemos en una ensalada. Harán una lista de los vegetales en la mesa y hablarán sobre la preparación de estas cosas. Nombrarán comidas que llevan mucho tiempo para cocer. Harán lo mismo con el tercer grupo (ej) pasteles, postre. . . Los niños escogerán una comida de cada grupo para preparar en la aula con la ayuda de las madres.	Carteles enseñando vegetales (centro) Papel, lápiz Madres, comida, sartenes, platos, utensilios.	Algunas comidas deben estar lavadas otras deben de estar bien cocidas y otras deben de estar preparadas antes de una cena.

Unit 6 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Un cuerpo humano puede ser un transmitidor de enfermedad cuando estornuda.	Cuando estornuda una persona transmite gérmenes por el aire.	La maestra introducirá el cuento "Tom's Cold" página 94 hasta 99. Los niños discutirán diferentes veces que han estado malos. Escribirán cuentos de una enfermedad independientemente. Pintarán un retrato para el cuento. Leerán el cuento en las páginas 102 y 103 sobre estornudos. La maestra traerá una caja de "Kleenex" para que los niños no transmitan gérmenes	Health For All Book Three; 1962 Papel, Lápiz Tinta, brochas Health For All Book Three; 1962 Caja de "Kleenex"	Los niños usarán paños para no transmitir germenes.

THIRD GRADE

SUBJECT: SALUD UNIT TITLE: LA ROPA NOS PROTEGE DE PLANTAS CON ESPINAS

Unit 7 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Una persona celosa casi siempre es una persona descontenta.	Un sentimento que podemos sentir es la celosidad.	La maestra introducirá el concepto de celosidad con el cuento "What Is the Matter with Patty" página 60 hasta 63. Discutir el cuento con los niños comentando en el por que se sentía la muchacha así. Los niños hablarán de tiempos en sus vidas cuando se han sentido celoses. Descubrirán algunas cosas que podrán hacer cuando se sienten así.	Health For All Book Three, 1961	Los niños conocerán el sentimiento celosidad y podrán competir con él.

CIENCIAS: 3rd Grade

Unit I EL SISTEMA SOLAR, EL NINO Y LA TIERRA

A. La Atmósfera
B. Los Planetas
C. El mundo y los minerales
   1. El agua
      a. Usos de agua
   2. La tierra

Unit II LA CIENCIA Y EL VESTIDO - TELA

A. ¿Qué es tela?
B. Tela de mamíferos
C. Tela de plantas
D. Tela de insectos

Unit III ANIMALES

A. Los seres vivos, se trasladan de un lugar a otro, tienen movimientos y sensibilidad
B. No son iguales o parecidos
C. Se adaptan al ambiente en que viven
   1. El aire
   2. La tierra
   3. El mar
D. Los mamíferos
E. Las aves
F. Los réptiles
G. Los Peces
H. Los Anfíbios
I. Los Insectos

Unit IV EL OCEANO

A. ¿Qué es el océano?
B. ¿Por qué es salado?
C. Seres vivos y seres que hallamos en el océano
D. Los mamíferos del océano
E. Las peces del océano

Unit V PLANTAS

A. Seres vivos que existen en la tierra
B. Partes de una planta
C. ¿Cómo encuentran su alimento?
D. ¿Para qué nos sirven las plantas?
   1. Nos alimentan
   2. Alimento para los animales
   3. Medicinas
   4. Para fabricar objectos o para adorno
   5. El árbol y sus usos
   6. Plantas de que hacemos tela

Unit VI MATERIA Y ENERGIA

A. Cambios físicos y químicos
   1. El agua y el hielo
   2. Evaporación
   3. El calor y el fuego
B. Las máquinas
   1. Las palancas
   2. Las ruedas
C. El acnido
D. La electricidad

Unit VII EL CUERPO HUMANO

1. Estructura - los huesos y el esqueleto
2. Función
3. Los Músculos
4. Los nervios
5. La salud
6. Seguridad

THIRD GRADE

SUBJECT: CIENCIA

UNIT TITLE: EL SISTEMA SOLAR

Unit 1 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn what the members of the solar system are.	There are different members in the solar system.	Discuss what the members of the solar system are. Hold up the flannel board cut-outs as you discuss them. Later you can hold up the individual members of the solar system and the children can name them.	Flannel Board Teaching aids. Earth in Space	Have the children draw a picture of the solar system.

THIRD GRADE

SUBJECT: CIENCIA

UNIT 2 LESSON 1

UNIT TITLE: LA TELA

CONCEPT-OBJECT	CONTENT	ACTIVITIES	RESOURCES-MATERIALS	EVALUATIONS
Introduce children to different kinds of cloth.	What is cloth?	Hand out a piece of cloth to each child. Discuss the properties of the cloth-color textures etc. Start a booklet on the story of cloth. Have the children pull out fibers from the piece of cloth. Discuss that cloth is made from fibers.	Pieces of different kinds of cloth.	Participation in discussion and activities.

THIRD GRADE

SUBJECT: CIENCIA

UNIT TITLE: LOS ANIMALES

Unit 3 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Promote a better understanding of animals and their different ways of life.	We have many different kinds of animals. They are living things and have needs for certain things to keep them alive.	Have several pictures from the different groups of animals and place them on the board. Start discussion of what things all animals share. They are all living things. They all need food, etc.	Animal pictures from Peabody Kit.	Participation in discussion

THIRD GRADE

SUBJECT: CIENCIA

UNIT TITLE: EL OCEANO

Unit 4 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
o understand what an ocean	The large bodies of water on the globe are called oceans. There are many forms of life in the ocean.	With the use of a globe point out the oceans to the class. Say the word and let the children repeat it several times. Discuss what the ocean is and then show a filmstrip on the ocean letting children ask questions while you are showing the filmstrip. Discuss filmstrip in detail after it is over. Have children draw a picture of the ocean.	Filmstrip on ocean at Yucca Library Globe	Participation in activities. Children will use the ocean in conversation.

THIRD GRADE

SUBJECT: CIENCIA

UNIT TITLE: LAS PLANTAS

Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
A better understanding of plants.	There are plants all around us. Uses of plants. We will draw a plant and include all the parts of a plant.	Take the children around the school with the idea in mind to notice the different kinds of plants as they walk around the school. After you have gone in discuss what plants are, what they are used for, etc. Have the children use water colors and paint one of the plants they saw. If all children tend to paint one plant put up pictures of plants they [illegible] miliar with and have paint one of these.	Water colors Brushes Pictures	Participation in activities.

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THIRD GRADE

SUBJECT: CIENCIA

UNIT TITLE: MATERIAL Y ENERGIA (MOLECULAS)

Unit 6 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Better understanding of matter and what it is made of.	Everything is made of matter. Matter is made up of molocules.	Discuss with children that everything is made up of matter. Ask children to name things that are made of matter. The discussion of molecules all matter is made up of molecules. Do experiments discuss what happens when matter changes form.	Science Experiments For Elementary Grades # 5403 Experiment # 135 p. 69	Ask questions of individuals on discussion and experiments.

THIRD GRADE

SUBJECT: CIENCIA

Unit 7 Lesson

Page 7

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Review parts of the body.	We have names for different parts of our body.	Worksheet with a model of a person on it. The children will fill in the parts of the body while you draw a model on the board and work along with them. Children can color and draw their own model if they desire.	Teacher prepared worksheet	Participation in activities

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SOCIAL STUDIES: 3rd Grade

Unit I. RULES OF SCHOOL - BRIEF REVIEW

A. Review of Rules for hall, cafeteria, library, playground
B. Establish rules for individual classroom with children

Unit II. DEMOCRATIC PROCESS

A. Elections - who, what, why, how, where
B. President - how chosen and by who, duties
C. Congress - how chosen by who - who comprises Congress
duties of the houses of Congress
D. Governor - how chosen, by who - duties
E. Legislature - how chosen, by who, who comprises legislature - duties
F. Mayor - how chosen, by who - duties
G. Council - how chosen - by who - duties
H. Judge - how chosen - by who - duties
I. Jury - how chosen - by who - duties

Unit III. HISTORY OF MEXICO

A. Origin of Man - on Continent - Bering Strait
B. Migration of these peoples and development of many tribes.
C. Aztec Indian Civilization
D. Discovery of American Content by the European Continent. Christopher Colombus
E. Arrival of Hernán Cortéz and army
1. Reasons for Spanish exploration
F. Fall of Aztec Nation
G. Exploration to the north

Unit IV. NEW MEXICO HISTORY

A. See Section on New Mexico

Unit V. SETTLEMENT OF EASTERN PORTION OF U. S.

A. Who came - from where - why
B. Settlement of colonies
C. Dissention between colonies and king
D. Revolution
E. Result - The U. S. A. - 13 States Declaration of Indep., July 4th
F. Introduce names - George Washington; Benjamin Franklin; etc.

Unit VI SOCIAL VALUES

A. Lying - consequences - why
B. Cheating - consequences - why
C. Stealing - consequences - why
D. Politeness
E. Kindness
F. Citizenship - school, town, state, nation

Unit VII STATES OF OUR NATION

A. Eastern States
B. Southern States
C. Plains States
D. Western States
E. Alaska and Hawaii
F. Include names of states in regions and terrain - vegetation, population

Unit VIII I AM ME - the only me in the world

A. Child's own self description and/or evaluation
B. Likes and dislikes of child
C. Increase self-concept
D. Emphasize individualism

Unit IX ECOLOGY

A. Description of weight of air, water, land and affect on humans
B. Outline methods of cleaning up all three
C. Activities to be practiced each day by the child to help fight pollution

Unit X OUR NATION - Something to be proud of

A. Concept of basic freedom of all Americans
B. Stress these freedoms as valuable
C. Our rights are to be protected by each American
D. Violation of rights of others

Unit XI SPECIAL EVENTS AND HOLIDAYS

A. Halloween
B. Thanksgiving
C. Christmas
etc.

GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: REVIEW OF RULES OF SCHOOL-BRIEF

Unit 1 Lesson 1

page

Concept - Objective	Content	Activities	Resources Materials	Evaluation
reinforce concept of basic es for playground cafeteria ary, and hall. To reinfotce cept of "the way" of these s.	Rules for school conduct and reasons for these rules.	With pictures illustrat· and discuss rules for playground cafeteria, halls and library. Discuss with children why these rules are made for their own protection.	teacher's initiative	Does child understand rules? Does child follow rules?

THIRD GRADE

SUBJECT: SOCIAL STUDIES

Unit 2 Lesson 1

UNIT TITLE: DEMOCRATIC PROCESS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of elections and their purpose in our coun-	Elections what why how where who	Explanation of an election. Election is a method of choosing people who run our country. Why we choose officers this way. How it is done-voting machine. Where people vote and who can vote. Conduct an election in the class to further demonstrate the concepts of an election.		Can child tell in his own words the what, how and why of an election.

THIRD GRADE

SUBJECT: SOCIAL STUDIES

Unit 3 Lesson 1

UNIT TITLE: HISTORY OF MEXICO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce the concept of the origin of the man on the American continent.	Theory of the Bering Straight Migration of Primitive Man.	Discuss theory of Bering Strait with children. Demonstrate on a map how and where all this took place. Show pictures of primitive man. Draw pictures of primitive man or mold out of clay.	Pictures of primitive man -- Historias of Civismo Libro de mi tercer ano Mexican Texibooks paper, crayons, clay	Does child understand in his own words how people came to the American continent

Concept - Objective	Content	Activities	Resources Materials	Evaluation

See specific New Mexico Section

THIRD GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: SETTLEMENT OF EASTERN PORTION OF US

Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach second concept of beginning of the U.S.	English Pligrims migrated to the new land for purpose of religiour freedom.	Show children pictures of the Mayflower and Pilgrims. Show them on the map where the Pilgrims came from and tell story of why they came. How children express this in their own words for an experience story. If available show filmstrip on the English colonies.	pictures (library) maps paper pencils filmstrip if available (check library)	Evaluation done through experience story and child's expressing of story in own words

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce the concept of right and wrong concerning lying and the consequences of such	right and wrong lying and consequences.	Discuss filmstrip with children as directed. Bring out concept of right and wrong and consequences of each.	Filmstrip - Eye Gate Social Behaviours Series Lying	Self evaluated through class discussions

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Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach a basic geography of the United States--beginning with the eastern states.	New York, Maine, Vermont New Hampshire New Jersey Rhode Island Penn. Deleware Maryland North Carolina South Carolina Washington D. C.	With big map of U. S. identify each state, stress shape and position to the children. With study prints discuss terrain and migration of this area. Discuss the large important cities such as Washington D. C., New York, Boston, etc.	maps study prints and pictures wherever available Check on filmstrip available on this area Fit-a-State puzzle Bilingual center	Can child recognize and name at least 80% of the eastern states listed Can child name some of the large cities tell where they are?

THIRD GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: I AM ME--THE ONLY ME IN THE WORLD

Unit 8 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce self concept of child.	Self evaluation of children.	With children in a circle give them self evaluation. Ex: I am Juanito García I am 8 years old. I am in the 3rd grade. I have brown hair and brown eyes. I am 49" tall and weigh 57 lbs. I like to do math and I can speak and read and write in two languages. I can play baseball. I can run fast. I can sing by myself. I can do etc - - - - - I am the only Juanito García that looks like me and can do what I do. I am the only me.	The children could use tape recorder for oral evaluation Dusso Kit Unit	Self evaluation may be written or done orally

THIRD GRADE

SUBJECT: SOCIAL STUDIES

Unit 2 Lesson 1

UNIT TITLE: ECOLOGY

Concept Objective	Content	Activities	Resources Materials	Evaluation
To inform child of the plight of our air, water and land at the present rate of pollution. Concept of pollution.	Polluted air, polluted water, polluted land.	Discuss the word polluted. Show class pictures of polluted air, water and land. Discuss the eminent dangers of pollution to animals and the human race.	Pictures probably cut from magazines	Class feedback on what was presented Does child understand the concept of pollution?

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To outline the basic freedoms of every American.	Freedom of speech, freedom of religion.	Discuss the rights of every American with the children. Explain each right. Explain that these are our rights as long as we don't use them to infringe on the rights of others.	Bill of Rights of Constitution	Does child know his rights? Does he understand them? Does he know how to use them wisely?

THIRD GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: SPECIAL EVENTS AND HOLIDAYS

Unit II Lesson 1

Page 32

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce traditions and customs of Halloween. Origin of Halloween or different customs of Halloween.	Halloween symbols and customs. Origin of Halloween or differentcustoms of Halloween.	Art projects concerning symbols of Halloween. Discuss current Halloween tradition and customs. Emphasize the futility of vandalism Origin or different customs of Halloween.	<u>A Treasury of Mexican Folkways</u> Crown Publishers copyright 1947 p. 238	Art projects Discussion Experience stories

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THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: FIRST MAN ON THE CONTINENT

Unit 1 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Review briefly 2nd grade curiculum.	First men cn continent. Arrival of Spanish. The Conquistadores.	3rief review of New Mexico o colonial times.	Pictures.- Educational Services Center Map of North America	Pupil will be able to tell how man first came to continent. Why conquistadores came? What they brought?

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: INDIAN TRIBES OF NEW MEXICO

Unit 2 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To be aware of the different tribes.	Tribes of New Mexico, Pueblo-Desert and River, Plains-Apache Navajo, and Ute.	Discuss Indians children have seen. Where did they see them? What tribe did they belong to? Where and what Indians in New Mexico Read them a story of an Indian boy. Filmstrips on Indian's life. Invite Rufus and Lela Waltrip to visit and discuss book. Indian Women Filmstrip on Navajo Folklore	A Journey Through New Mexico History Educational Services Center New Mexico Map Little Wolf the Rain Dancer and New Mexico Indians - Stories Artesia Public Library Filmstrips: Wilderness Kingdom Navajo Folklore Ed. Ser.	Be able to name and locate at least 3 Indian tribes in New Mexico.

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: INDIAN HOMES IN NEW MEXICO

Unit 3 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach about Indians in N.M.	Hores	Discuss materials available for homes. Show pictures of homes. Let pupils divide into 2 groups. Make a village with hogans and one pueble. Draw a typical Indian village.	Pictures New Mexico coloring book Construction paper Clay Indian Tales of the Desert by Hayes Indians of the Plains by Eugene Rachlis Navajo Land - Russell American Indians Today - Thompson Artesia Public Library by Eu-	Pupil will be able to tell what kinds of homes and why

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: INDIAN CLOTHING IN NEW MEXICO

Unit 4 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach about Indians in N. M.	Clothing.	Look at pictures of Indians. Discuss type of clothing. Plan how we could make Indian headdress. Make Indian jackets from brown paper bags. Decorate with Indian writing. Weave belts using straws and yarn. Weave cloth on a simple loom with yarn.	Small loom Construction paper strips Yarn Straws Large Brown sacks Feathers or construction paper for headdress	The children will learn through doing

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: MUSICAL INSTRUMENTS OF THE NEW MEXICO INDIAN

Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn Indian musical instruments.	Tom-Toms Rattles Flutes	Discuss early ways of music making. Make Tom-Toms Make rattles Bring wooden flutes or whistles. Let the children play instruments and do Indian chants. Perhaps they could write a chant of their own.	Indian Music Makers - Robert Hofsnide Artesia Public Library Oatmeal boxes Paper cups	The pupils will be able to name 3 musical instruments of the Indian.

THIRD GRADE

SUBJECT: NEW MEXICO UNIT TITLE: FIRST PIONEERS IN NEW MEXICO

Unit 6 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
First Pioneers in N. M.	Homes.	Discuss materials used-why were they used? Types and styles of homes. Have person come to discuss making of adobe. Using cardboard boxes and salt, flour, instant tea and water mixture make models of early homes.	Cardboard boxes Salt, flour, instant tea	Pupils will be able to tell materials used in homes and advantage of adobe.

Bibliotheca Museum

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: EARLY LIFE IN NEW MEXICO

Unit 7 Lesson 2

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Early life in N.M.	Life in N.M.	Discuss community and transportation. Where did products such as clothing, furniture, food, utensils, and weapons come from? Trace Santa Fe Trail. Build a wagon train. Write an adventure that might have happened in New Mexico during the pioneer days. Make a time line of New Mexico history and illustrate	New Mexico Stories - Smith New Mexico picture Book - Barley New Mexico - Carpentor Artesia Public Library Long sheet of newsprint or white paper. Match boxes, buttons, toothpicks, scraps of cloth-etc. for wagon train.	The pupil will know that because of the lack of communication, transportation and goods the early pioneers depended largely on himself.

THIRD GRADE

SUBJECT: NEW MEXICO

UNIT TITLE: EARLY PIONEER DAYS IN NEW MEXICO

Unit 8 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
How the early pioneer lived.	Rancher Farmer Trapper-hunter trader	Study topographical map. Discuss the type of occupations the early settler may have had. Decide where would be a good place for each occupation. Make a map showing location of each type occupation.	Topographical map of N. M.	The pupil will be able to tell the occupation of different areas of early N. M.

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Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn of early day Albuquerue, Texas, and Santa Fe and our own city.	Albuquerque Taos Santa Fe Artesia	Make a frieze showing early day life in Albuquerque, Taos and Santa Fe. Have one of the older citizens of your town tell about how it was in early days. Make a chart of where the grand parents of children came from. Visit the Museum. Make a list of important people in the state and let children choose one to find out about.	Colonists and Caravans-Bernadine Kelly	The pupils will be able to tell about persons during the early days of N. M.

Unit I Pp. 1-45

A. Lesson I
   1. Listening Activity - Recorded tape for "Song to Language Time"
   2. Introduce yourself. (Guessing Time)

B. Lesson II
   1. Vocabulary Building
   2. Pantomime

C. Lesson III
   1. Describing Time
   2. Listening Rhyming Time
   3. Following Directions Time

D. Lesson IV
   1. Story Time
   2. Relationship Time

E. Lesson V
   1. Memory Time
   2. Speed-up Time
   3. Patterning Time

F. Lesson VI
   1. Brainstorming Speech development time
      a. Using Teletalk
   2. Conversation time-Greetings-inviting in.
   3. Classification time (senses)

G. Lesson VII
   1. Vocabulary Building
   2. Reasoning (Does it make sense?)
   3. Guessing

H. Lesson VIII
   1. Looking and Counting
   2. Information - Memory
   3. Relationship - (left-right)
      Song "Looby Loo"

I. Lesson IX
   1. Relationship Time (alkie-different)
   2. Touching (feeling)

J. Lesson X
   1. Listening to story (The Boy and the North Wind) Dramatize later
   2. Occupation (activity-conv.)

K. Lesson XI
   1. Imagination (Wonder Card W-4)
   2. Relationship (Pleasant, unpleasant, rough, smooth, etc.)

L. Lesson XII
   1. Memory - How many things that were moving did you see this morning?
   2. Classification - Ways animals move

M. Lesson XIII
   1. Relationship - How are coins different?
   2. Following directions

N. Lesson XIV
   1. Shapes - in color cards - describing
   2. Rhyming words
   3. Following directions

O. Lesson XV
   1. The Insect Story
   2. Conversation
P. Lesson XVI
   1. Vocabulary Building Time - Memory (10 occupation cards)
   2. Classification (expressions)
   3. Tongue twisters
Q. Lesson XVII
   1. Information
   2. Wonder Card
   3. Conversation
R. Lesson XVIII
   1. Reasoning Time
   2. Clothing Cards - Describing
      Game - I'm going to _____.
      I'm going to take _____.
   3. Following directions
S. Lesson XIX
   1. Relationship - large-small (largest-larger)
   2. Classification
      a. Animal
      b. Vegetable
      c. Mineral
T. Lesson XX
   1. Brainstorming (Name all things that can be taken apart and put together again)
   2. Listen - Story - "Queenie"
U. Lesson XXI
   1. Family - Tell all the different things the different members of the family may do.
   2. Rhyming
   3. Following directions - Shapes - in color Cards
V. Lesson XXII
   1. Relationship
      (Color, size, value of a penny, nickle, dime and quarter.)
   2. Discussion of a dollar bill
   3. What you might buy
   4. Listening to poem "The Quarrelsome Kittens"

GRADE III
(3rd 9 weeks) (Peabody Kit)

E.S.L.

Lesson 92
1. Vocabulary building (Tool cards)
2. Reasoning time (questions and answers)
3. Patterning (Using jump rope)

Lesson 93
1. Describing (Insects)
2. Rhyming
3. Following directions (volunteers)

Lesson 94
1. Taking a trip (Teletalk)
2. Let's Pretend

Lesson 95
1. Memory time
2. Listening, concentrating and classifying

Lesson 96
1. Programs people watch on TV, Conversation
2. Speech Development
3. Rehearsal before taping

Lesson 97
1. Vocabulary building time
2. Reasoning: What would you do if _____ ?

Lesson 98
1. Imagination
2. Information
3. Following directions

Lesson 100
1. Listening
2. Tongue twisters

Lesson 101
1. Brainstorming time
2. Phrases that answer where or when

Lesson 102
1. Vocabulary Building (Tools)
2. Rhyming and pantomiming p. 177
3. Following directions p. 178

Lesson 104
1. Listening Post to story of "Mr. Lucky Straw"

Lesson 105
1. Classification Game "Bird, Insect, or Fish"
2. Memory

Lesson 106
1. Conversation
   a. speaking clearly b. saying who is calling c. giving an address
   d. giving a specific time e. explaining service needed
2. Speech development
   Repeat the sentence in the opposite way
   Listening time

Lesson 107
1. Vocabulary building
2. Reading scrambled words
3. Riddles

Lesson 108
1. Imagination A Let's Pretend story
2. Vocabulary building

Lesson 110
1. Sentence patterning
2. Sentence Building

Lesson 135
1. Information: Peanuts
2. Classification: Animal-Vegetable-Mineral
3. Memory exercises

Lesson 136
1. Vocabulary building information
   a. words that describe a sound Ex.: squeak, click

Lesson 138
1. Conversation: Hospital rules
2. Imagination: I Wonder Card (W-6)
3. Game "Emergency Please"

Lesson 139
1. Relationship
2. Answer phrases to where? when? who? how?

Lesson 140
1. Listening test
2. How can people learn things?
3. Classification Special feelings

Lesson 142
1. Vocabulary building and st. building
2. Classification "Claws" "hoofs"

Lesson 144
1. Story "Winter comes to Babette"

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Lesson 145
1. Information: Things made of paper
2. Relationship: Fingers and toes; hands and feet

Lesson 147 and 148
1. Vocabulary building time
2. Where to get information

Lesson 149
1. Looking and describing

Lesson 150
1. Listening and telling
2. Words that begin like cat. (c or k)

Lesson 151
1. Review Memory
2. Classification (outdoors or indoors)
3. St. building

Lesson 152
1. Vocabulary building
2. Choosing best answers

Lesson 154-155
1. Short stories
2. Relationships
3. Information (A jar of honey)

Lesson 157
1. Reasoning (best answer)

Lesson 158
1. I Wonder Card (W-1)

Lesson 159
1. Relationship
   a. I would like to introduce you to a family.
   b. Make up a story about (W-1) and tell it.

Lesson 160
1. Listening
   a. Listen to short story and answer questions.
   b. Proverbs

Lesson 161
1. Draw something by using a circle.
2. Speech development (complete st.)

THIRD GRADE

SUBJECT: E S L

Unit 1 Lesson 1

UNIT TITLE: LISTENING ACTIVITY

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Listening Guessing Patterning		Listening to tape introducing song to Language Time. Repeat as necessary for children to sing words. Whiskers says: My name is Whiskers - (Describe someone in the room.) Let child who fits the description stand and tell his name and age. Let each child have a turn. Rhyming patterning a group action. Listen to Concluding Language Time Song, "Adios".	Puppets: Whiskers Twinkle Taped Songs to Language Time "Buenos Dias" "Adios"	Children learn to listen and learn. Child learns to identify himself from description given of himself by another person Do and say game clap, clap -- stomp, stomp improve motor coordination

THIRD GRADE

SUBJECT: E S L

UNIT TITLE FOLLOWING DIRECTIONS

Unit 1 Lesson 3

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To be able to listen and to follow directions. To check childrens' ability to remember or review the different body parts and location of these parts.		Lesson 27 p. 46 activity No. 3 should be presented to the whole group. Teacher works at the chalkboard telling the children to listen to the directions she gives and do what she does. This lesson should be given early in the year. Collect papers and file for comparison with a similar lesson given at the end of the school term.	Large pieces of art paper pencil	Children should be able to know the positions of left and right.

THIRD GRADE

SUBJECT: E S L

Unit 1 Lesson 8

UNIT TITLE: GIVING INFORMATION

Concept Objective	Content	Activities	Resources Materials	Evaluation
Be able to give information by giving answers through the eletalk.		Select a child to be or act as a reporter. He will select different children to interview and the child who is being interviewed will give his answers through the teletalk.	Teletalk	Children will be able to tell something about their families.

THIRD GRADE

SUBJECT E S L

Unit I Lesson I4

UNIT TITLE: DEVELOPING COMPLETE SENTENCES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To encourage children to make sentence using the numbers and colors on hand and adding something else. To encourage children to use their imagination in telling make-believe stories.		Give each child a numbered card. Instruct the children to say the number, the color and something else and they make a sentence. Ex: I have 11 blue pencils. Hold up one clothing card at a time, have a volunteer identify what kind of headwear it is and who would wear it. Discussion of the 5 situations on p. 34 The instructor should help the shy children to make sentences.	Clothing cards (C-16) - (C-30) Numbers - Color Cards (N-1-N-35)	After some drill the children should be able to follow the pattern and make sentences using the numbers and colors of the cards.

IRD GRADE

SUBJECT: E S L

Unit 1 Lesson 15

UNIT TITLE: THE INSECT STORY

cept - Objective	Content	Activities	Resources Materials	Evaluation
to identify the pic- insects presented. ctures. something about in- insect booklet for Class.		Have animal cards on chalk ledge. Identify Instructor should tell the name and something about the insect on the pictures that the children cannot identify correctly. Reasoning time: Tell what is silly about each statement. Riddles Mimeographed copies of insects to color. Make up riddles about other insects in the pictures.	Animal Cards (A-56) - (A-75) Mimeographed copies of insects.	Learn to say the names of the insects correctly. Be able to tell something about the different insects. Make simple riddles of their own.

BIRTHDAY UNIT GRADE II

Child's birthdate, month, day, year.

Recognition by classmates.

Special privileges in room.

Happy Birthday Song in English and Spanish.

Knowledge of parents full name and address

Telephone number.

Art: Make birthday cake designed by children themselves.

If possible children may plan a party for the particular child.

Importance of knowing your birthdate.

THIRD GRADE

MULTI-CULTURALISM

Unit I SALUDOS

- A. Actuación de presentaciones
  - 1. con presentes
  - 2. con imaginarios
    - a. Hernán Cortéz a Moctezuma
    - b. Pres. Nixon a tú mamá

Unit II CIVISMO

- A. Mi Pueblo (datas sobre Artesia)
  - 1. Speakers
    - a. city council member
    - b. Businessmen's association
- B. Mi Estado
  - 1. Speakers
    - a. State policeman
- C. Legislatura Estatal
  - 1. Personal
    - a. Mexicano
    - b. Negro
    - c. Indio
    - d. Otros

Unit III HERENCIA NUEVO MEXICANA

- A. Mezcla de Culturas
  - 1. Mexicana-Azteca
    - a. contribuciones
  - 2. Indios-Pueblos
    - a. contribuciones

Unit IV CULTURAS MUNDIALES

- A. Razas
  - 1. Blanca
  - 2. Amarilla
  - 3. Negra
  - 4. Cobriza
  - 5. Aceitunada
- B. Construcciones (5 razas)
- C. Armas (5 razas)
- D. Trajes Típicos (5 razas)
- E. Embarcaciones (5 razas)
- F. Animales (5 razas)
- G. Monumentos (5 razas)

Unit V HOGARES

A. Repaso oral sobre características
B. Construcción
   1. Dividir clase en cuatro grupos
   2. Asignar a construir
      a. una "tapee"
      b. un "hogar"
      c. un "pueblo"
      d. una "casa moderna"

Unit VI LAS FAMILIAS

A. Costumbres Mexicanos
   1. casamientos
   2. compadriazgos
   3. rueda de familia
   4. disciplina
   5. respeto, etc.
B. Léase como lectura oral "La Familia" por Aguilar
C. Costumbres Indíjenas
   1. Casamientos
   2. rueda de familia
   3. disciplina
   4. respeto, etc.
D. Costumbres de otras culturas

Unit VII LITERATURA MULTICULTURAL

A. Indígena
   1. cuentos
   2. poesías
   3. dichos
   4. rimas
B. Mexicana
   1. cuentos
   2. poesías
   3. dichos
   4. rimas
C. (Presentarse como lectura oral-discusión y memorización)
D. De otras culturas

Unit VIII ARTE MULTICULTURAL

A. Mexicana
   1. Construir un "Escudo Nacional" de semillas
B. Indígena
   1. Construir el "Zía Symbol" de semillas
C. Negro
   1. ?

Unit IX MUSICA MULTICULTURAL

A. Estudio de Instrumentos básicos
   1. del Mexicano
      a. la guitarra
      b. la acordeón
   2. Del Indio
      a. el tambor
   3. Del Negro
      a. acapella
      b. brass
      c. wind
      d. drums
      e. piano

B. Aprender a tocar algunos instrumentos

Unit X BAILABLES

A. Aprender a bailar bailes
   1. regionales y multiculturales
      a. Mexicano
      b. Indígeno lo que el maestro escoja
      c. Negro

Unit XI RELIGION

A. Culturas
   1. Mexicana
   2. Indígena
   3. Negra

B. Estudio general de
   1. Catolicismo
   2. Protestantismo
   3. otras religiones

Unit XII PERSONAJES MUNDIALES IMPORTANTES

A. Biografías
   1. Lista de personajes
      a. Martin Luther King
      b. Cristóbal Colón
      c. Pancho Villa
      d. etc.

B. Escritura sobre - (Lo que el maestro escoja)
C. Lectura oral sobre - (Lo que el maestro escoja)
D. Comentarios generales sobre - (Lo que el maestro excoja)

THIRD GRADE

SUBJECT: MULTICULTURALISM

Unit 1 Lesson 1

UNIT TITLE SALUDOS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Oral greeting and role playing.	There are different ways of greeting according to their own cultures. The student will become aware of how different people greet in other lands.	The teacher will talk about other lands and how they greet each other. She will demonstrate. Class will participate together, using different greetings.	Natural talent of teaching, and knowing as many different greetings as possible. For teacher only: (If necessary, make research on greetings.)	Actual performance of students.

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Concept - Objective	Content	Activities	Resource Materials	Evaluation
There are important facts to know about my own town. The student will learn origin of name, population, county, zip code, percentages of different races, etc., by listening to guest speakers from the City Council and the Business Men's Association.	Learning above facts concerning Artecia.	Students will be introduced to different guest speakers (at least one from each association) and they will listen and take notes on speaker and speech.	Guest speakers for oral report. Necessary materials for taking notes.	Performance in a general oral discussion. Written quiz with answers concerning facts spoken about.

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SUBJECT: MULTICULTURALISM

UNIT TITLE: HERENCIA NUEVO MEXICANA

Unit 3 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are present day activities, speech, habits, materials, etc., that came from past cultures and a blending of such. The student will be able to name contributions made from at least two cultures.	Learning of past to now. Present contributions made by different cultures.	Teacher will again remind students of different races that are presently part of our culture. Write these labels on board Under these in general discussion find out how much students know by having them suggest what they know. Teacher will intervene and fill in with left-out important facts. Students will copy suggested lists and these origins from board. Then concentration on one culture at a time and their contributions by either making, drawing, coloring and other motor-control activities.	For Mexican culture use: "A Treasury of Mexican Folkways" and "Mexico, Leyendas, Costumbres, Trajes, y Danzas." Awaited materials for Indian Culture from the Bureau of Indian Affairs. Filmstrips available from center, plus other materials. Find available material from own school library.	Overall contributions in oral discussion, art projects. Written quiz on identifying the contributions and their culture.

THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: CULTURAS MUNDIALES

Unit 4 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are likenesses and differences in our five world continents. Objective: The child will by learning the likenesses or differences be able to identify major world race or culture, and also write 1. black 2. white 3. yellow 4. copper 5. olive	A study of the 5 world races and their likenesses and differences.	Teacher will direct a project of making a workbook with the five world races and their own characteristics, their homes, their weapons, their native costumes, their means of water transportation, their animals and their monuments. Teacher will make ditto sheets of each item in book for illustration and coloring Teacher will discuss then assign to color and add on to workbook.	Use: "Europa, Asia, Africa, America, Oceano" Booklet. Complement lesson with films, illustrations, filmstrips, or any other appropriate materials.	An evaluation on their finished workbook. An identifying quiz. Teacher will show specific fact or characteristic and student will identify by naming race.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are likenesses and differences in homes for different cultures of our area but their functions or purpose is the same. The student will understand the likenesses and differences of homes and their function.	A study of homes in our surrounding cultures and their function. Also their construction.	Teacher will divide class into four groups. Each will pick to build either a "teepee", a hogan, an adobe house and a modern American home. Pick a captain - each will have worksheets to fill in project title, materials used and construction steps to be taken. Teacher will provide each working center with necessary materials for each project. Teacher will over-look all four projects, and help each accordingly with suggestions and techniques to use. Finished project will be a model native home from each group.	Illustrations of each, possibly filmstrips or film. Materials: Tepee 1. Chamois cloth 2. Dowelings Hogan 1. Dowelings 2. Twigs 3. Mud Adobe Home 1. Mud 2. Straw 3. Small match boxes for mud bricks 4. Beams (dowelings) Modern American 1. Heavy construction paper 2. Water colors 3. Cellophane for windows	General overall attitude and contributions of time and work offered throughout project. Observation on finished product.

THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: "LAS FAMILIAS"

Unit 6 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are likenesses and differences in family living, or life, from culture to culture. The student will recognize any likeness or differences in different cultures. And will be able to orally express self of such.	Family Life in different cultures.	Teacher will orally read to students on customs, myths, traditions, beliefs, religions and folklores from different sources in order that students may listen and visualize in their own mind a "way of living for each culture." Oral reports will be read on any particular part of family life which they liked the best.	Text: "Indian Education" Text: "A Treasure of Mexican Folkways" Text: "La Familia" Text: "Mexico, Leyendas, Costumbres, Trajes y Danzas."	Oral Report Evaluation

THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: LITERATURA MULTICULTURAL

Unit 7 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Cultures use literature as a means of expressing themselves. Some have more than others. Through the reading of poems, verse, stories, etc., the student will have a meaning of literature and the culture.	Readings of literary material.	Teacher will ditto out as much material as possible so that students may have own copies. All is to be read aloud and discussed for meaning and commentaries. All materials to be kept in a booklet form. Have students write a short form of their immediate feelings of their own little world in verse form or story type.	There are many resources - materials to be found in the bilingual center, but these are some of the suggested materials to use: "Spanish in the Elementary Grades" from Carlsbad (Teacher's manual Text - 'Mexico Leyenda Costumbre, Trajes y Danzas' (Red Book Folklores of New Mexico Vol. I by Aurora Lucero White Text - A Treasure of Mexican Folkways' by Frances Toor	Oral reading and expression for some of these works Overall general participation and discussion. A written assignment on their feelings of their world

THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: ARTE MULTICULTURAL

Unit 8 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Art is a means of expression for any culture. Students will by research and actual making of art products become familiar with different media and forms of expression of different cultures. 1. The Mexican 2. The Indian 3. The Afro-American	Art reading and the making of it.	Teacher will present several art illustrations from different cultures concentrating on our three state cultures with the necessary reading of each. Teacher will divide class into two groups for art projects: 1. This group will construct "El Escudo Nacional Mexicano" 2. This group will construct "El Sol Zia"	Reading material and illustrations. Material for art projects. 1. all kinds of seeds, 2. Elmer's glue 3. "pastas" diferentes.	Cooperation and willingness to work, attitude.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Same as grade 2 please copy. Plus: Students will learn to sing in a group of children, or play in rythmn with music.	Listening to records, playing and recording.	Activities will follow the same process as in grade 2, only everything will be done in an expanded way. Longer songs, more instruments, etc. Other activity will include the recording and listening of their own singing.	Records - Multicultural Text: "Resources Material for Bilingual Education" "El Paso Public Schools Manual" Teacher - Carlsbad Handbook, by Medina. Instruments.	Overall individual participation. Written exams on naming of instruments.

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THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: AVAILABLES

Unit 10 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Dancing is a means of expression and each culture expresses itself differently. Students will after listening to music be able to perform in one out of the four dances to be taught.	Listening and learning of steps to native dances. Cultures: 1. Mexican 2. Anglo-Am 3. Indian 4. Afro-Am	Teacher will play records and teach steps accordingly There will be an assembly for all Artesia Elementary schools on the "Thunderbirds" from Carlsbad. (Indian Dancers)	Records Steps Assembly Costumes	General participation and attitude.

THIRD GRADE

SUBJECT: MULTICULTURALISM

Unit 11 Lesson 1

UNIT TITLE: RELIGION (IF PERMISSIBLE)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
People all over the world worship in different ways. Students will be exposed to differen. religion names and guest speakers, and they will become familiar with and understand some basic differences.	Religions as part of any culture.	Guest speakers (They will do it all - a selection will be made by teachers as to whom to bring)	Guest speakers	Students will be able to name at least two religions and they will be able to understand some aspects of each.

THIRD GRADE

SUBJECT: MULTICULTURALISM UNIT TITLE: PERSONAJES MUNDIALES IMPORTANTES

Unit 12 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are people from many races that have contributed greatly in our lives. The student will learn the names of worldly important people and their contributions to the world.	Important people and their contributions to society or the world as a whole.	By means of general discussion the teacher will write the names of important people on the board. Their contributions will be discussed. Assignment will be made to each student for a biography report. This report will be read to class orally.	Illustrations much material to be found at the center. Short biographies on important people from references (books or bibliographies found in libraries)	One grade for the writing of the report. One grade for the reading of the report.

THIRD GRADE

SUBJECT: MULTICULTURALISM

Unit 13 Lesson 1

UNIT TITLE: DIAS DE FESTA

page 13

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Different days are celebrated throughout the year for different purposes or beliefs from different cultures, or groups. The student will comprehend the "special motive" for the celebration and be able to identify each happening correctly.	A study of festive days and their motive.	Each holiday will be prepared accordingly ahead of time and in order, and be presented at their own appropriate time as they come along throughout the school year.	Whatever might be considered necessary for the particular festive day. "Las Posadas" by Elena Paz y Carlos García	The students will be able to answer orally, identifying the holiday as teacher names out activities involved.

THIRD GRADE

SUBJECT: MULTICULTURALISM

UNIT TITLE: MENUS MULTICULTURALES

Unit 14 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Hay diferencias en los ingredientes que componen comidas de diferentes grupos de culturas. El menú concederá aunque compuestos diferentes los menús tienen un sólo propósito: el de alimentación.	Un estudio de comidas básicos de diferentes grupos culturales.	1. Se le leerá al niño tocante la función de la alimentación. 2. Discusión general sobre nombre de comidas que ellos conocen. Escribir éstas en la pizarra. 3. Explicar que estos componen un "menú." (definir un "menú") 4. Preparación de un menú escogiendo cualquier cultura. 5. Preparación de una o más de estas comidas.	Después de escoger la maestra unos platillos ella vendrá al centro a escoger sus materiales. Hay muchos libros de comida.	Participación en actividades Escribir un cuento sobre su menú favorito.

HEALTH/SCIENCE

TODAY'S BASIC SCIENCE
LA CIENCIA [illegible]

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CRITERION REFERENCED INVENTORY HEALTH/SCIENCE III

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

PRACTICES GOOD HEALTH HABITS	●
UNDERSTANDS SCIENCE LAWS	●
WILLING TO CHANGE BASED ON SCIENTIFIC STUDY	●
KNOWS USE AND VALUE OF OBJECTS	●
KNOWS HISTORY OF LIFE	●
UNDERSTANDS BALANCE OF NATURE	●
KNOWS MINERALS, METALS AND ROCKS	●
KNOWS SCIENCE IS NOT A FINISHED ENTERPRISE	●
UNDERSTANDS SPACE TRAVEL	●

SOCIAL STUDIES

	KNOWS COUNTIES OF NEW MEXICO AND LOCATION
●	KNOWS 50 STATES AND LOCATION
●	CAN READ STATE MAP
●	KNOWS HOW STATE GOVERNMENT OPERATES
●	HAS SENSE OF PAST
●	KNOWS WORK OF CITY SERVANT
●	KNOWS OWN ROLE IN COMMUNITY HEALTH AND SAFETY

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SOCIAL STUDIES/MULTICULTURALISM LEVEL III

CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MULTICULTURALISM

KNOWS DIFFERENT FOODS	●
KNOWS DIFFERENT DRESS	●
KNOWS DIFFERENT LANGUAGES	●
KNOWS SONGS OF HOLIDAYS	●
KNOWS NEW MEXICO HERITAGE	●
KNOWS MULTICULTURAL LIT.	●
KNOWS MULTICULTURAL ART	●
KNOWS MULTICULTURAL MUSIC	●
KNOWS MULTICULTURAL DANCES	●
KNOWS STATE SYMBOLS	●

MODERN MATH THROUGH DISCOVERY ●
MATEMATICA PARA LA EDUCACION PRIMARIA ●

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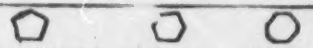
CRITERION REFERENCED INVENTORY MATH III

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MATH ENG./SPAN.

SHAPES:	●
OVAL	●
HEMISPHERE	●
 Pentagon, hexagon, octagon	●
ADDITION TO 3 DIGITS	●
SUBTRACTION WITH 3 DIGITS	●
TELLS TIME WITH MINUTES	●
MULTIPLIES BY 4,5,6,7	●
DIVIDES BY 4,5,6,7	●
CAN WORK WORD PROBLEMS WITH MULT. AND DIV.	●
MEASUREMENTS INCHES, FEET, YARDS	●
PLACE VALUE TO THOUSANDS	●
LIQUID MEASUREMENT TO GALLONS	●
KNOWS 1/6,1/8,1/16	●
READS GRAPHS	●

SPANISH READING

- READS WITH CORRECT EMPHASIS
- REGARDS STRESS (ACCENTED)
- READS ALOUD SMOOTHLY
- CAN ALPHABETIZE 1st LETTER
- USES PUNCTUATION ¿ ?
- USES CORRECT WORD FORMS PRES, PRET, SUBJ, FUT,
- DIVIDES WORDS INTO SYLLABLES
- USES POSSESIVES (3 WAYS)
- USES A DICTIONARY
- USES ABBREVIATIONS
- USES SUPERLATIVE

LANG. IN HOME ENGLISH

LANG. IN HOME SPANISH

AIR PUDDING AND WINE SAUCE

MYSTERIOUS WISTERIA

DEL CAMPO AL PUEBLO

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CRITERION REFERENCED INVENTORY READING LEVEL III

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

ENGLISH READING

- READS WITH CORRECT EMPHASIS
- READS ALOUD SMOOTHLY
- ABLE TO ALPHABETIZE 1st LETTER
- ABLE TO USE PUNCTUATION
- USES CORRECT WORD FORMS (PRES, PAST, FUTURE)
- DIVIDES WORDS IN SYLLABLES
- RECOGNIZES POSSESIVES
- RECOGNIZES CONTRACTIONS
- USES A GLOSSARY
- ABLE TO USE ABBREVIATIONS
- USES SUPERLATIVE

77

S. S. L.

●	EXPLICA LIBREMENTE UN PÁRAFO
●	USA TENSOS DE SUBJUNTIVO, CONDICIONAL E IMPERFECTO
●	RESPONDE PREGUNTAS SOBRE MATERIAL ESCRITO
●	SIGUE MENDATOS QUE EMPLEAN FRASES IDIOMÁTICAS
●	ESCRIBE GRAMATICALMENTE CORRECTO UN CUENTO (MENOS DE 5 ERRORES)
●	USA ESPAÑOL INFORMALMENTE
●	ACUERDA POSESIVOS CON LA COSA POSEIDA
●	PRODUCE PALABRAS COMPUESTAS
●	PRODUCE PALABRAS USANDO PREFIJOS Y SUFIJOS
●	COMBINA FRASES SIMPLES PARA HACER FRASES COMPLEJAS
●	USA IMPERFECTO DE SUBJUNTIVO EN ORACIONES ORALES
●	USA PRONOMBRES DIRECTOS E INDIRECTOS CORRESTAMENTE
●	PUEDE PREPARAR Y PRESENTAR UN DISCURSO DE 3 MINUTOS

TEACHER PREPARED MAT.

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SPANISH AS A SECOND LANGUAGE - ENGLISH AS A SECOND LANGUAGE
LEVEL III
CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

E. S. L.

●	EXPLAINS MEANING OF PARAGRAPH IN OWN WORDS
●	ANSWERS QUESTIONS PERTAINING TO WRITTEN MAT.
●	FOLLOWS DIRECTIONS GIVEN BY USING IDIOMS
●	WRITES GRAMATICALLY CORRECT SHORT STORIES-LESS THAN 5 ERRORS
●	USES ENGLISH IN INFORMAL SETTING
●	USES SINGULAR AND PLURAL POSSESSIVE NOUNS AND PRONOUNS CORRECTLY
●	SUBSTITUTES POSSESSIVE PRONOUN FOR NOUN
●	PRODUCES COMPOUND FROM TWO WORDS
●	PRODUCES WORDS BY ADDING PREFIXES AND SUFFIXES
●	COMBINES SIMPLE TO COMPOUND SENTENCES
●	USES "TO BE" IN CONTRACTION FORM IN FUTURE AND COMPOUND TENSES
●	USES PARTICIPLE FORMS CORRECTLY
●	CAN PREPARE AND DELIVER A 3 MINUTE ORATION